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ABSTRACT

This practicum report describes a staff development program that was designed to implement a peer tutoring program in which nonhandicapped students instructed three trainable mentally handicapped peers in a regular high-school setting. The program was implemented to increase the achievement of handicapped students in basic academic skills that included number recognition, time skills, and money skills; and to increase interaction between nonhandicapped and handicapped peers. Tutors were instructed in tutoring procedures during a 2-day workshop and were counseled throughout the tutoring program. Results of pre/posttests showed an increase in academic achievement for all three students and improved social behaviors when interacting with their tutors. Appendices contain administrative documents, evaluation forms and data, a tutor role description, the Tutor Training Triad, and the Tutor Training Decision Worksheet. (15 references) (JDD)

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A STAFF DEVELOPMENT PROGRAM TO IMPLEMENT A STUDENT TUTORIAL PROGRAM FOR THE TRAINABLE MENTALLY HANDICAPPED

by
Maureen E. Burts

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June 1990

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AUTHORSHIP STATEMENT

I hearb, testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Maureen E Burtt

Abstract

A Staff Development Program to Implement a Student Tutorial Program for the Trainable Mentally Handicapped.
Burts, Maureen E., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Tutorial Programs/ Cross Age Teaching/ Individualized Instruction/ Peer Teaching/ Tutoring/ Staff Development/ Secondary Education/ Handicap

This paper describes a staff development program that was designed to implement a peer tutoring program in which non-handicapped students instructed Trainable Mentally Handicapped peers in a regular high school setting. This program was implemented to increase the achievement of handicapped students in basic academic skills that included number recognition, time skills, and money skills. In addition, through peer tutoring, the writer hoped to increase the interaction among non-handicapped and handicapped peers. A target group of three Trainable Mentally Handicapped students were tutored by three non-handicapped student volunteers. Tutors were instructed in tutoring procedures during a two day workshop and were counseled throughout the tutoring program. An increased understanding of the

handicapped and increased interaction with the handicapped was charted through surveying and observing the student tutors. The writer measured the success of the tutoring program by comparing results of pre and posttests. The pre and posttests were checklists with each academic skill task analyzed into single steps. The same test was given at the beginning and at the end of the ten week program. The two scores were then compared to see if there was an increase in student ability due to the individualized instruction. The results showed an increase in academic achievement for all three students as well as improved social behaviors when interacting with their tutors. It was concluded that using a peer tutoring model could provide an effective means of individualized instruction for the handicapped child. In addition, it gave the students, both handicapped and non-handicapped, an opportunity to get to know one another. Appendices include, tutor training activities, tutor survey results, social measurement instuments, and test results.

Chapter I

PURPOSE

School and Community Setting

The practicum setting was a high school in Florida with an enrollment of 575 students. The school was in its first year of a transition from a regular high school to a school of choice. In previous years, the school was facing a rapid decline in enrollment and last year had a racial mix of 90 percent black, eight percent white, and two percent Hispanic and Asian. The neighborhood in which the school was located in was predominantly black and low income. Because of this, many parents fought to keep their children from attending the school. To increase the enrollment and the racial balance, the school offered four magnet programs which included Math/Science/Engineering, High Technology, International Baccalaureate, and a Traditional Academic Program. There was also a Trainable Mentally Handicapped unit at the school that consisted of 20 students, two teachers, and two instructional aides.

Because of the variety of magnets offered at the school, there was a large variance in student academic levels. There were students classified as gifted, regular, basic, and severely mentally handicapped. Similarly, the socioeconomic backgrounds of the students ranged from the highly affluent to low income families. For the school to be successful, it was important that these students, with various backgrounds, interact and become friends with one another.

The staff at the school consisted of six administrators, five guidance counselors, two media specialists, one occupational specialist, and 47 classroom teachers. Records at the school indicated that 64 percent of the teachers held advanced degrees.

The writer had been a teacher of the Trainable Mentally Handicapped for four years. For the past three years the writer had taken part in a Federal Grant for a School-to-Work Transition Model that was being implemented at the school. The basis for this grant was to train handicapped students in functional living skills to include employment, home living, social, and leisure skills. Because of this functional curriculum, there was little time for individualized

instruction in basic academic skills such as number and letter recognition, time skills, money skills, and reading.

The writer had been working with a non-handicapped student tutor for two years which had very positive results. Not only had the tutor's experiences with working with the handicapped been very rewarding, but also extremely educational. In addition, the handicapped students benefitted greatly from the tutor's instruction. (Appendix B p. 41)

Identification of Problem I

One of the problems this practicum addressed was the lack of achievement in basic academic skills for Trainable Mentally Handicapped students. The students had an I.Q. range of 25 to 50 as measured by the school psychologist. The psychologist used a variety of tests including the WRAT, WISC-R, Stanford Binet, and the Peabody Picture Vocabulary Test. Overall, these students were functioning below a first grade level in academic areas. 20 percent of the students were testing to their potential on academic skills checklists in number recognition, money skills, and time skills. At least 40 percent

of the students should have be meeting their potential. Because the abilities of each student varied greatly, academic skills needed to be taught individually. Under the current teaching conditions at this school, only one out of twenty students was receiving individualized instruction on any given day. A survey was given to several Trainable Mentally Handicapped teachers around the county to find if they were in a similar situation. (Appendix C: 42) All teachers surveyed felt that individualized instuction was a necessary part of the curriculum, however, none were individualizing as much as they felt was neccessary.

Since the teachers had an average class size of 20 students and had a large curriculum to cover, many were unable to individualize. The writer decided to utilize non-handicapped high school students as tutors. It was hoped, that through the use of peer tutors, the handicapped students individual needs would be met.

Identification of Problem II

The second problem this practicum addressed was the lack of interaction among handicapped and

non-handicapped students. The purpose of housing the Trainable Mentally Handicapped unit in a regular high school was so the handicapped could observe and socialize with their non-handicapped peers. Since the handicapped students at this school were not mainstreamed, interactions were limited to the hallways and the cafeteria.

In addition, the non-handicapped needed to interact with the handicapped so they could have a better understanding and appreciation for them. Students who are comfortable around the handicapped begin to truly enjoy their company. They, in turn, express this to their friends, which increases the handicaps' acceptance.

A peer tutoring program would address this problem as well. Tutors instructing in the classroom would be more likely to greet the handicapped students in the hallway or carry on a conversation with them in the cafeteria. Similarly, the handicapped students would be more likely to join in on a conversation if there was a friendly face in the crowd.

A staff development program that would organize a tutoring program where the non-handicapped tutored the handicapped on an individual basis, would fulfill

two needs. First, it would give handicapped students the individualized instruction they needed to improve their academic skills. Second, it would increase the awareness of the handicapped students in the school and improve the lack of socialization that was presently occuring between handicapped and non-handicapped students.

Additional documentation to support the need for student tutors in handicapped education was substantiated in letters from a Mentally Handicapped Specialist, a Trainable Mentally Handicapped Teacher, and a regular high school teacher. (Appendix D: 43, E: 44, F: 45)

Rationale

After analyzing the results of the staff surveys and the letters of documentation, the writer felt that teachers of the handicapped had a need for student tutors. Regular high school teachers felt that their students would benefit from the tutoring as well, therefore implementation seemed beneficial to all involved.

Outcome Objectives

The following were the objectives of this practicum.

1) Over a period of ten weeks of individualized instruction, student A will identify numbers one through ten with 90 percent accuracy as measured by a pre and post number recognition test. (Appendix G: 46)
2) Over a period of ten weeks of individualized instruction, student B will increase time telling ability by 60 percent as measured by a time telling checklist. (Appendix H: 48)
3) Over a period of ten weeks of individualized instruction, student C will increase ability in money identification and counting by 60 percent as measured by a money checklist. (Appendix I: 51)
4) Over a period of ten weeks, student tutors will demonstrate a more positive attitude towards the handicapped as measured by a student interest and evaluation survey. (Appendix J: 55)
5) Over a period of ten weeks, student tutors and the handicapped students will increase socialization

skills inside and outside of the classroom by 50 percent as measured by social observation checklist. (Appendix K: 57)

Chapter II

RESEARCH AND SOLUTION STRATEGY

Mentally Handicapped students learn best through repetition. That is, skills can be learned when broken down into small steps that are taught over and over again. Special education teachers are confident that the mentally handicapped can acquire many skills, if given ample time to learn them. Because of class size and the great diversity of needs among students, the element of time becomes an important factor. Spending time with one student on a task usually means time taken away from the rest of the students. Jenkins and Jenkins (1985)

As long as individual students needs differ, group instruction will continue to be insufficient. To be most beneficial, instruction should occur one-on-one. Teachers, however, can not do this alone. Even with the use of instructional aides, there is not enough personnel to individualize. Hiring more teachers or aides would be ideal, although most schools could not afford it. A growing solution to this problem is to use non-handicapped high school students as tutors. Jenkins and Jenkins (1985)

In a recent study, a group of educators in Vermont, compared the cost effectiveness of two methods of individualization. The first method was a group of paraprofessional aides trained to tutor handicapped students on an individual basis. The second group consisted of several high school seniors who were also trained in individualized instruction. Both groups worked with their students for the same amount of time, and at the end of the study, students from both groups had progressed considerably. Armstrong et al (1979)

When comparing costs, however, the expenses associated with the aides, including salaries, was over three times greater than the cost for training the tutors. In addition, the tutors acquired many useful skills, including teaching techniques, measuring skills, and managing skills. All students felt the experience was very rewarding. Armstrong et al (1979)

In another study, Russel and Ford (1983), set out to determine whether mentally handicapped students working one-to-one with peer tutors would show a greater academic gain than students working in a small group with a resource teacher. After a three month period, students taught individually, with the peer tutors had a more significant gain in achievement. Even though the tutors did not have the sophisticated

training that the resource teacher had, the individualized attention seemed more important. Although small group instruction helps the teacher to individualize more than in a large group, it is not as efficient as one-to-one tutoring. Every handicapped child progresses at such a different rate, that without individualization, some students are kept waiting at a level they have already mastered, while others are pushed ahead to keep up with the group. Russel and Ford (1983)

One component of the Education for all Handicapped Act, PL 94-142, was that school systems had to place students in the least restrictive environment. For even the severely mentally handicapped, this meant in a public high school. Although the severely handicapped remained in a self-contained classroom, it was hoped that there would be some interaction between the handicapped and non-handicapped students. Brown et al (1983)

Recently, Stainback and Stainback researched the interactions between the handicapped and non-handicapped in several schools and discovered that interactions were not occuring. Specifically, they stated three points.

-Interactions between severely handicapped and non-handicapped persons does not occur spontaneously when students are housed in the same buildings.
-Interactions or at least contact between the severely handicapped and non-handicapped students can influence attitudes toward the handicapped positively.
-Interactions can be enhanced by educational programming and by restructuring of the students environment.

One way in which interactions between the handicapped and non-handicapped can be improved is through peer tutoring. Earlier, the writer discussed the benefits of peer tutoring for the tutor and tutee, academically, but there are also many benefits, socially.

When tutors see teachers and aides treating the handicapped with respect, they learn not to pity the handicapped. Tutors also learn that helping the handicapped does not mean doing something for them, but rather, showing them how to do it themselves. Eventually, the tutors feel more relaxed around the handicapped students and enjoy their company as much as they would a friends. Gajar et al (1980)

One very successful tutoring experience occured at a high school in Omaha, Nebraska. The tutoring took place in a Trainable Mentally Handicapped art class.

Tutors from the high school were assigned to work individually with students on various art projects. Turniquist (1988)

The experience was a valuable one for everyone involved. The handicapped students were exposed to other students in the school and got to know them as friends. The sensitivity of the tutors was brought out, as was a better understanding of the handicapped in knowing that everybody is capable in some way. Turnquist (1988)

In a school project called Project Mainstream, a tutoring program was implemented to increase the interactions among non-handicapped and handicapped peers. Tutors were trained in instruction techniques and conferenced with the special education teacher frequently. Gurry (1984)

The results of the project were tremendous. Peer tutors became friendly faces in the crowded hallways and became models for dressing and socializing appropriately. Tutors learned alternative means of communication and were exposed to possible career choices such as special education or speech therapy. As a result of the project Gurry (1984), stated:

> Some of our future parents, teachers, doctors, clerks, relatives, and neighbors, now have a positive experience with people with severely handicapping conditions; it has helped create positive images and attitudes among the non-handicapped population. Viewed from this perspective, a peer tutoring program is an investment in the future.

Because of the benefits peer tutoring has on all involved, it seems to be the ideal solution for the writers two problems. The writer hopes to improve achievement in basic skills by individualization through peer instruction. Also, the writer hopes to increase socialization and acceptance of the handicapped through increased interaction.

There are several factors that must be considered before beginning a peer tutoring program. These factors are essential for successful implementation. They include, administrative support, assessment of needs, and establishment of program goals and objectives. Asselin and Vasa (1981)

Administrative support is necessary to aid in scheduling tutor times, workshop hours, and conferences between teachers and tutors. Administrators can also help in finding additional places for tutoring and supplying additional materials. Without the support of the administration, success is not likely. Asselin and Vasa (1981)

The administration at the writer's school has been very helpful. Arranging tutors' schedules so tutoring could be possible was their greatest help. Also, complimenting tutors for volunteering their time has reinforced the tutors decision to tutor. In the future, the writer will ask the administration to assist tutors in chosing careers and applying for scholarships in special education fields.

Assessment of needs is an essential step in setting up a tutoring program. This includes program needs, individual student needs, and the needs of the school as a whole. Program needs could include quiet areas for tutoring, workbooks, or other materials for tutoring. Individual student needs could emphasize academic needs such as instruction in number recognition or math skills. A school need could be increased interaction among handicapped and non-handicapped students.

Once needs are assessed, goals and objectives can be developed. Goals should be broad and focus on the overall outcome of the tutoring program. One of the writer's goals is to increase individualized instruction to meet student needs. Objectives should be specific and

written in behaviorial terms. Objectives can be written for one student or for a group of students. Asselin and Vasa (1981)

Before tutoring begins, a tutor's role description should be established. The tutor's role should be supplementary to the teacher's instruction. Exactly what each tutor's role is, however, is decided upon by the teacher. Common duties of tutors include reviewing lessons, demonstrating skills, observing student behavior and maintaining student records. The role description should inform the tutor of the requirements and duties of the job. This should be in writing and gone over completely with the participating teacher. (Appendix L: 58)

Selection of tutors is a very important step in a successful tutoring program. Tutors can be selected in many ways. Asking for volunteers, teacher or administrative recomendations, or student interest surveys may be used. The writer relied upon student volunteers and teacher recomendation for the basis of selection. Upon selection, the students were given an interest survey that will be given to them again following the tutoring program. Asselin and Vasa (1981)

Tutor training is another important element in the tutoring program. Fenrich and McDonald (1980) compared tutoring programs with trained and untrained tutors and found that trained tutors performed tutoring skills more efficiently than those who were not trained. Also, students of trained tutors gained more academically than those who had untrained tutors.

The training program should be developed around the skills outlined in the tutor's role description. Skills in developing rapport, questioning, reinforcing, and observing should also be incorporated into the training program. Specific activities can be role played among peers. Asselin and Vasa (1981)

The writer chose the Tutor Training Triad (TTT) (Appendix M: 59) and the Tutor Training Decision Worksheet (TTDW) (Appendix N: 60) to be used in the training of the tutors. These two training activities are discussion and role playing activities that let the tutors practice various situations with friends, before they begin tutoring the handicapped students. Teaching techniques, decision making, and problem solving are all brought into the role playing situation. Vasa (1978)

Supervision and consultation of tutors must also be conducted throughout the tutoring program. Teachers must observe tutors on a regular basis and must consult with the tutors to provide suggestions and feedback. The tutor can also help by evaluating the effectiveness of the materials and tutoring techniques being used. Supervision and consultation helps in establishing a positive rapport between the tutor and the teacher. This is essential for a tutoring program because it is a cooperative effort between the teacher and the tutor. With the lines of communication open, success is most likely. Asselin and Vasa (1981)

The last important step in the peer tutoring program is evaluation. One means of evaluating the tutoring program involves determining if the goals and objectives of the program have been achieved. By comparing pre and posttests, the writer will be able to see if student achievement has increased. Similarly, by observing and charting socialization between students and tutors throughout the program, the writer can conclude if socialization has increased. It is important to remember that evaluation must occur throughout the program, not just at the end. Asselin and Vasa (1981)

Many researchers have found peer tutoring to be a successful tool in the special education curriculum. Through peer tutoring, handicapped students' individual needs can be more easily met. One must keep in mind, however, that peer tutoring should be in addition to the academic program, not in place of it. Teachers involved in the tutoring program should not look at it as less work for them, but rather, as additional help to their students.

Chapter III

METHODOLOGY

Resources

The implementation of the student tutoring program occured over a ten week period. (Appendix O: 62) Prior to the first week, tutors were given a tutor's role description that was to be read before the tutoring program began. There was also a meeting with the writer, the regular education teacher, and the special education teacher. At this meeting the members dicussed the students who were to be tutoring and scheduled their tutoring times. Two of the tutors were seniors who were enrolled in the Traditional Academic Program. They had been in the high school for all four years. The third student was a sopohmore enrolled in the International Baccalaureate Program. All three had volunteered their time, stating that they had an interest in helping the handicapped.

During the first week, the tutors had a two day workshop after school with the writer and the special education teacher. On the first day of the workshop, the students filled out the student interest

survey and discussed any reservations they had concerning the tutoring program. Next, the group went over the tutor's role description. Finally, the group began the Tutor Training Decision Worksheet activity. This was a role playing activity in which the tutors acted out various tutoring situations similar to the ones that they would soon be involved in.

On the second day, the group completed the Tutor Training Triad activity. This activity was also a role playing activity, but it focused on situations outside of the classroom such as dealing with parents and faculty members. These two activities helped the tutors feel more confident in their new role and familiarized them with the tutoring concept. This workshop, however, could have been lengthened to one more day. The students had many questions and concerns that took up most of the time. With one more day added, the students could have done more role playing.

During week two, the tutors were invited into the classroom during their 15 minute TAP homeroom. During this time the tutors met their tutees and had the opportunity to observe the teacher and classroom aides. The tutors were able to come into the classroom as many days as they liked during the week. This part of the program was very worthwhile. The students were able

to sit and observe, or they could get involved in the classroom activities. All three tutors came in every day, which showed just how interested they were.

During the third week, the tutors each had an individual meeting with the special education teacher, during their scheduled tutoring period. The teacher explained exactly what each tutor would be teaching and the various techniques and materials that would be used. The teacher also showed the tutors the lesson plan format and how to follow it. In addition, the teacher informed the tutors of any instructional information or behavioral characteristics of their tutees that should be known, before the tutoring began.

For the rest of the third week, the tutors were paired with an instructional aide or the teacher. The aide or teacher demonstrated lessons that the tutors would eventually be teaching. The tutors then practiced the lessons with guidance from the aide or teacher. The tutors were also shown how to document progress and were taught the process involved in the behavior management program that was being used in the classroom.

During week four, the tutors began instruction alone. Although the teacher or aide was still in the

classroom, they did not interact in the tutoring, unless necessary. The tutors began by giving a pretest to their tutee on the information they were to be teaching. After the pretest, the tutor followed the lesson plans throughout the week. The activities that the tutors used with the activities ranged from drill and practice to art and computer games. As the tutoring went on, the tutors often suggested activities they thought would be helpful. One of the tutors, who was instructing in number recognition, set up a meeting with a first grade teacher to get additional teaching activities.

During weeks five through ten, the tutors continued tutoring, following the teachers lesson plans. On Thursday of week ten, the tutors gave their tutees a posttest, identical to the pretest they gave in the beginning. On Friday, the teacher and the tutors compared the results of the pre and posttests. Together they discussed the progress of the handicapped students and the success of the program. The tutors also filled out the student interest survey. Again, the teacher and the tutors compared the responses the tutors gave on their first interest survey to their new ones.

Monitoring

Every other monday, the tutors met with the special education teacher to discuss any problems or progress with the tutoring program. They discussed past lessons as well as ideas for future lessons. These meetings proved to be very useful for both the teacher and the tutors. A respect for each other seemed to build as well as a team effort with each striving for a common goal.

The teacher and the writer formally observed the tutoring sessions at least two times per week and documented progress on the tutor monitoring form. (Appendix P: 64) The teacher used the monitoring forms to discuss progress with the tutors at the bi-weekly meetings. The form rated the tutors in a variety of areas including the use of positive reinforcement and giving feedback.

Evaluation

The first area of evaluation was tutor interest and knowlege of special education and handicapped students. Participating tutors completed a student interest survey before the tutoring program began and

again following the ten week program. The answers the tutors gave before tutoring were compared to the answers they gave afterwards.

The handicapped students were evaluated on their progress in their academic areas using pre and posttests. The writer had three checklists which included number recognition, time skills, and money skills. The checklists were broken down into single skills that advanced from simple to complex. Because the checklists were testing basic skills that the writer wanted the student to memorize, the writer assumed that the tests were reliable. These checklists could be used over and over again because the skills needed to pass them will not change.

The writer also felt that the tests were valid, in that they were testing exactly what the writer wanted them to. The tests had content validity because every skill the student needed to have was represented in the tests. Guessing answers was also considered by the writer. The tests were arranged so that each skill was addressed more than once, therefore the chance of guessing correctly more than one time was not likely.

Finally, student and tutor interaction was monitored throughout the program. The writer and the special education teacher used the social

observation checklist to chart social interactions inside and outside of the classroom. The writer compared the social observations done at the beginning of the ten weeks to those done at the end.

Chapter IV

RESULTS

To assess the effectiveness of using high school students as tutors of the Trainable Mentally Handicapped, pre and posttests were used. Each student was given a test by their tutor in their individual academic area, both at the beginning and at the end of the ten week tutoring program. Overall, the results supported earlier evidence that one to one instruction, even by high school students with little knowlege of instruction of the handicapped, will increase handicapped students' performance. It is not who does the instruction, but rather, how the instruction is presented.

Student A was tutored by a high school student in the area of number recognition, specifically numbers one through ten. On the pretest, the student received a score of 20 out of 31, or 65 percent. To meet the objective, the student was to increase the score to 90 percent. The tutor instructed the student in number recognition through a variety of activities including art activities, flash cards, computer games, and board games.

At the end of the tutoring program, the tutor gave the student the same test given at the beginning of the program. The student received a score of 27 out of 31, or 87 percent. This was an increase of 34 percent. Although this score fell slightly below the projected increase to 90 percent, the student still dramatically improved.

Student B was tutored in the area of time telling skills. On the pretest, the student received a score of 9 out of 33, for a percent of 27. Student B was tutored through activities such as bingo, computer games, and drill and practice. On the posttest, the student improved the score to 31 out of 33, for a percent of 94. This was an increase of 248 percent, which far exceeded the writers objective of a 60 percent increase. Time telling was obviously a skill that this student was capeable of, but was never given the proper instruction to master it.

The final student, Student C, was tutored in money skills. The pretest measured ability in coin identification, knowlege of coin worth, and the ability to count various combinations of coins. The student scored a 31 out of 64 on the pretest, for a percent of 48.

Since the student had a basic knowlege of coins and their worth, the tutor focused the instruction on counting techiques and basic combination skills. On the posttest, the student scored a 62 out of 64 or 97 percent. This was an increase of 102 percent. Again, this was well above the writers expected increase of 60 percent.

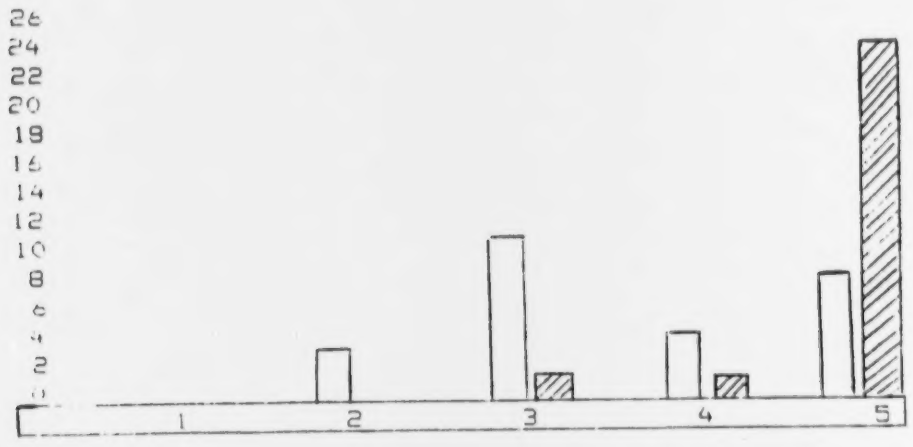
The results of the first three objectives represented the first problem statement of the practicum, which was lack of achievement in basic academic skills. Although this practicum only addressed the needs of three students, it is hoped that the tutoring program will grow and more students will benefit from this type of instruction.

The fourth objective of this practicum was an affective objective that focused on the tutors, rather than the handicapped students. The writer wanted to use the tutoring program to increase the tutors' attitudes and knowlege of the handicapped. To measure this, the writer gave the tutors an interest survey that they completed both before and after the implementation of the program.

On the survey, the students were asked to honestly rate their feelings on various statements concerning handicapped students. Statements such as "I

feel comfortable talking to handicapped students," and "I could see having a handicapped person as a friend," were rated by the students on a scale from one to five. A score of one meant strongly disagree, while a score of five meant strongly agree. As shown on table I, before the tutoring program, students feelings ranged from two to five, while after instruction almost all of the responses were five, or strongly agree.

Table I



KEY:
□ =before tutoring program
▨ =after tutoring program

The main limitation of this survey was that the students who were in the tutoring program, volunteered to do so. Therefore, they already had an interest in

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handicapped students. In the future, the writer would like to survey a larger group of students and pick students with lower scores to be involved in the tutoring program. This would show if the tutoring program had an effect on all students rather than just the interested ones.

The final objective of the practicum addressed socialization among the handicapped. This objective was broken down into four areas including eye contact, verbal responses, initiating conversation, and observation of socialization inside and outside of the classroom. Two times per week, the writer and the teacher observed the tutoring sessions using the social observation checklist.

The writer took the average scores of the students from the first two weeks of the tutoring session and compared them to the average scores of the last two weeks. In the area of eye contact, during the first two weeks, the handicapped students used eye contact on an average of five times during a ten minute observation period. During the last two weeks, the use of eye contact went up to 19 times. This was an increase of 74 percent.

The next area that was observed during the ten minute observation sessions was the use of verbal

responses by the handicapped students. The tutors were instructed to encourage their tutees to respond verbally to questions, rather than by shaking their heads, shrugging their shoulders, or pointing. During the first two weeks of observations, tutees responded verbally on an average of six times. During the last two weeks, this increased to 12 verbal responses. This was an increase of 50 percent.

Initiating conversation was the third observation area. For this area, the writer and teacher were looking for the handicapped students to ask questions or make comments, without the tutor prompting them. For example, during one observation, a student stated, "I can by a coke with two of these," when shown a quarter. On another occassion, another student said, "that's when we eat lunch," when shown a clock set at 11:30.

At the beginning of the tutoring program, tutees initiated conversation on an average of only one time during a ten minute observation period. This increased to ten times at the end of the program, for an increase of 90 percent. As tutor and tutee became more comfortable with each other, so did the tutoring sessions. The handicapped students seemed to enjoy

learning and the tutors took great pride in watching them improve.

The last area of observation was of socialization between the tutor and tutee. This included anytime the tutee carried on a conversation with the tutor, not pertaining to the tutoring program. This included any time before or after the tutoring sessions or anytime they came in contact with their tutor in the hallways, the cafeteria, or other school area. This was the hardest area to document because it could not be observed during a ten minute interval. It had to be documented whenever socialization occured throughout the day.

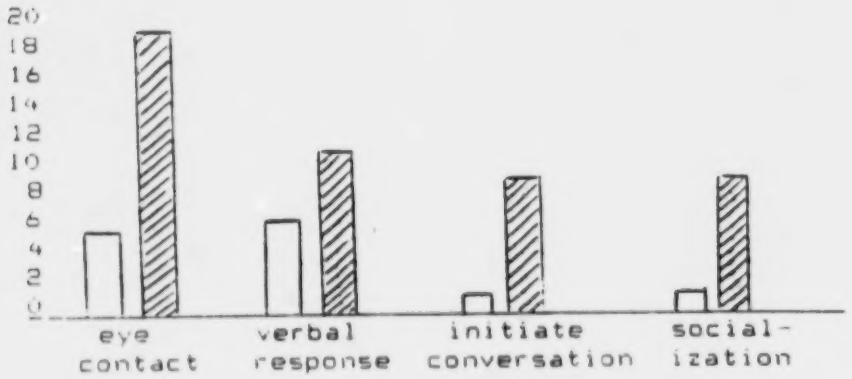
Results of the observation showed that during the first two weeks, socialization occurred on an average of one time per day. The last two weeks of the program showed an increase to ten times per day. This showed an increase of 90 percent.

All four areas on the social observation checklist were at or above the projected increase of 50 percent. Table II shows the four areas during the first and last two weeks of the program. Being one of the observers during the entire tutoring program, the writer was able to see the handicapped and non-handicapped students growing more friendly with

each other. Both tutor and tutee grew to respect one another and truly became good friends.

Table II

Social Observations



KEY:
□ =average of first two weeks
▨ =average of last two weeks

Chapter V

RECOMMENDATIONS

Since the results of this practicum were successful. the writer would like to continue the tutoring program, while increasing the number of tutors that get involved each year. The writer would also like to present the peer tutoring model to other special education teachers at other schools.

To accomplish these goals, an additional strategy should be added to the present model. This strategy concerns schoolwide education in special education and the handicapped. Many people, including administrators, teachers, and students, feel uncomfortable around the handicapped because they do not uderstand them. Many people have had little exposure to handicapped people. Because of this, they tend to avoid them. If tutoring programs are to be successful, students must be willing to become involved in them. A simple, yet effective program can be set up to aid in this problem.

Since administrators and teachers feelings and reactions have a great effect on students, they too must be educated. At the first faculty meeting at the

start of the school year, the special education department should give a presentation to the entire faculty. This should include a description of the program, a description of the type of students in the program, and most importantly, instuctions on how to interact with the students. The presenters should encourage the staff to get to know the students and treat them just as they would any other student in the school.

Next, special education teachers must make presentations in the classrooms. This could be done during homeroom or at the beginning of any class period. This presentation should be similar to the presentation given to the teachers, stressing the stengths of the handicapped. The teachers should also describe the tutoring program to the students and ask them to fill out the student interest survey. They should also be informed of how to get involved in the tutoring program, if they are interested.

Special education teachers should also contact various clubs in the school such as Future Teachers of America, Student Government, Interact Club, and Key Club. These clubs can volunteer their time at special activities such as Special Olympics or Very Special Arts Festival. In addition, non-handicapped students

can pair up with handicapped students when attending assemblies, pep rallys, and class meetings.

The more non-handicapped students get involved with the handicapped, the more socially accepted it will become. Peer pressure will turn to those making fun of the handicapped, rather than those who help. The writer hopes that it will become a privilege to be a tutor and that handicapped students will become an integrated part of all schools.

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Letter of Authorization
Appendix A

Suncoast Community High School

Kay A. Carnes, Principal
800 West Twenty-ninth Street, Riviera Beach, Florida 33404 (407) 881-4675

Assistant Principals
Corrine Mahan
James Martin
Barbara McQuinn
Charles Teague

April 24, 1990

Subject: Individualized Instruction through Peer Tutoring

Students in the Trainable Mentally Handicapped classroom have unique needs that must be addressed individually. Since the teachers of the handicapped have large class sizes, individualized instruction is not easy. With the use of high school students as tutors, the handicapped students will get the individualized attention they need and will be in contact with appropriate peer models. This will also be a great learning experience for the tutors.

It is agreed that the author will implement a staff development program in peer tutoring to increase teacher and tutor effectiveness. If this program proves to be successful, it will be continued in future years.

Sincerely,

Kay A. Carnes

Mrs. Kay Carnes
Principal

BEST COPY AVAILABLE

Documentation of Problem Statement
Appendix B

My first thought of being a Special Education teacher was babysitting and having a lot of fun doing it. I thought the students did a lot of busy work such as coloring and lots of dittos. Last year was the first year I became involved with the handicapped students at my school. I came to realize that the Special Education teachers put in just as much work as the other teachers at the school, maybe even more. The Special Education teachers have to make lesson plans for the individual student, not for the class as a whole. Since I've been working with the handicapped students I've come to see that it's not all fun and gasmes. I've learned you have to have patience and the handicapped children need more one-on-one communication with the teacher. Each student works best at is or her own pace. The last and final thing I've learned is that you should never take little things for granted.

Individualized Needs Assessment
Appendix C

Individualized Instruction Needs Assessment

Using these as criteria, rate your Trainable Mentally Handicaped classroom in its effectiveness in individualizing instruction.

	High Degree (5)	(4)	(3)	Low Degree (2)	(1)
1) Do you feel individualized instruction is necessary in teaching the Trainable Mentally Handicapped?	(9)				
2) With your class size and number of instructors, are you able to individualize instruction as much as you would like?			(2)	(4)	(3)
3) Do you make use of student tutors in your classroom or program?	(1)			(2)	(6)
4) Do you feel student tutors could help your program?	(4)	(1)	(4)		
5) Is it easy to employ the services of tutors through your administration?	(1)		(5)		(3)
6) Are students willing to volunteer as tutors?	(2)	(4)	(2)	(1)	

Comments:

Sounds like a great idea.

We have students from a nearby high school who come in and tutor. The club has gotten very popular this year.

Documentation of Problem Statement
Appendix D

THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA
3323 BELVEDERE ROAD
P.O. BOX 24690
WEST PALM BEACH, FL 33416-4690
305-684-5000

THOMAS J. MILLS
SUPERINTENDENT
OF SCHOOLS

February 20, 1990

To Whom It May Concern:

Three years ago, The Exceptional Student Education Department of the Palm Beach County School District received a federal grant to establish a school-to-work Transition model for moderately and severely handicapped high school students. This curriculum and training model has proven to be highly successful in preparing this population for competitive employment and active participation in community living activities. It is being promoted by the Bureau of Education for Exceptional Students as a model for the state and one to be emulated. One of the objectives of the project was to pair handicapped students with non-handicapped student peer tutors. On a one-to-one basis, the tutors trained the handicapped students on employment related tasks and provided academic and community skill instruction both on and off the school campus. The positive results far exceeded our expectations. Not only did the project students make noteworthy gains in targeted skills but they also demonstrated significant gains in social skills and appropriate public behavior. The tutors also expressed that they developed a much better understanding of and appreciation for handicapped persons as persons. Additionally, this experience helped the non-handicapped students realize that the handicapped ones are more like them than they are unalike.

Peer tutors have been utilized in our Trainable Mentally Handicapped classes at three elementary schools for three years. As with the high school program, we have been very pleased with the results for both the tutors and the TMH students. Becoming a peer tutor has become a much sought after privilege for the non-handicapped students and has been used by teachers as an incentive to promote improved academic and behavioral performance.

I have no doubt that the use of non-handicapped students as peer tutors for handicapped students can and does produce many academic and social benefits for both, as well as promoting understanding and acceptance.

Sincerely,

Ed Goetz
ESE, Vocational Services Manager

Documentation of Problem Statement
Appendix E

March 1, 1990

To Whom It May Concern:

As a teacher of the Trainable Mentally Handicapped, I am well aware of the lack of individualized instruction for our students. Each student's abilty level in areas such as number recognition, letter recognition, money, and time skills vary to such a degree that group instruction is often insufficient. Because of time constraints, however, individualized instruction is nearly impossible. Through the use of peer tutoring, proper instruction may be achieved.

I have worked on a limited basis with peer tutors and the results have been very worthwhile. Not only does peer tutoring increase individual students academic performance, but it also enhances self esteem and improves the students attitude towards learning. This is because the students receive encouragement and support from those they truly admire, their peers.

The benefits are not limited to the handicapped students alone. The tutor develops a sense of responsibility for the handicapped students and a greater sense of concern for all people. Most importantly, the tutor becomes an advocate for the handicapped and helps educate the rest of society in understanding the handicapped.

A peer tutoring program would enhance the TMH program and the entire school as well.

Sincerely,

Chris Stensgaard

Documentation of Problem Statement
Appendix F

To Whom It May Concern:

Ironically, educational insight for students often is manifested in the most unlikly environments. Such is the case when discussing the International Baccalaureate student and the Trainable Mentally Handicapped. Theoretically, these two groups could benefit each other unmeasurably, both in psychological insight and in concrete knowledge.

There would be many obvious benefits for the Trainable Mentally Handicapped. First, they would gain specific knowledge from the IB students. Furthermore, there would be an admiration bond, which would not be commonly found, with another peer within the school system. This simple bond would enable the T.M.H. students to have someone to further their horizons outside of the classroom with conversation or other social skills. Thus, by learning to relate and gain survival instincts, the T.M.H. students will clearly have a greater chance of living a productive life.

The less obvious, and yet most profound, benefits lie with the International Baccalaureate students. Clearly they have a gift to share, and share they must. As part of the IB program, there is a requirement whereby these students must give of their time freely to enrich the lives of others. This requirement is not taken lightly at Suncoast, nor is it taken lightly with the International Baccalaureate committee. By working with the T.M.H. students, the IB students will realize the intensity of their gifts and the moral obligation they all have to aid others in the pursuit of happiness and knowledge. Furthermore, the IB students will realize that others, no matter what level of intelligence, can bring out aspects in themselves which are most admirable, and which create within themselves a feeling that no other quest for knowlege nor no amount of money can bring. Thus the entire realm of the satisfaction of giving without expecting anything in return opens to the International Baccalaureate student. This opening could become the very essence of happiness for both groups, and it amounts to nothing more than a free giving of ones time. The simplest acts yields the most profound effects.

Sincerly yours,

David P. Hale

David P. Hale

Pretest/Posttest Number Recognition
Appendix G

Directions: Put a check in the space before skill when completed successfully by student. Two checks denotes mastery.

pre	post	
__X__	__X__	Rote counts numbers 1 through 10
__X__	__X__	Recognizes and says number 1
__X__	__X__	Recognizes and says number 2
__X__	__X__	Recognizes and says number 3
_____	__X__	Recognizes and says number 4
_____	__X__	Recognizes and says number 5
_____	__X__	Recognizes and says number 6
_____	_____	Recognizes and says number 7
_____	_____	Recognizes and says number 8
_____	__X__	Recognizes and says number 9
__X__	__X__	Recognizes and says number 10
__X__	__X__	Copies number 1
__X__	__X__	Copies number 2
__X__	__X__	Copies number 3
__X__	__X__	Copies number 4
__X__	__X__	Copies number 5
__X__	__X__	Copies number 6
__X__	__X__	Copies number 7
__X__	__X__	Copies number 8
__X__	__X__	Copies number 9

__X__	__X__	Copies number 10
__X__	__X__	When told orally, writes number 1
__X__	__X__	When told orally, writes number 2
__X__	__X__	When told orally, writes number 3
__X__	__X__	When told orally, writes number 4
_____	__X__	When told orally, writes number 5
_____	__X__	When told orally, writes number 6
_____	_____	When told orally, writes number 7
_____	_____	When told orally, writes number 8
_____	__X__	When told orally, writes number 9
__X__	__X__	When told orally, writes number 10

Pretest/Posttest Time Skills
Appendix H

Directions: Put a check in the space before skill when completed successfully by student. Two checks denotes mastery.

TIME CHECKLIST

pre	post	
__X__	__X__	Rote counts numbers 1 through 12
_____	__X__	Recognizes and says a number 1 through 12 out of sequence
__X__	__X__	Locates numbers 1 through 12 on a clock
_____	__X__	Locates numbers 1 through 12 randomly on a clock
__X__	__X__	Recognizes that there are two hands on a clock, long and short
__X__	__X__	Accurately discriminates between long and short hands
_____	_____	Counts minutes in intervals of 5 through 30
_____	__X__	Correctly moves hands in clockwise rotation
__X__	__X__	Models on a clock an hour time which is shown on another clock
_____	__X__	Associates short hand on clock with hour of time
_____	__X__	Associates long hand on 12 with o'clock position

_____	__X__	Tells time to the hour when clock is set at hour
_____	__X__	Can set time when given hour time verbally
__X__	__X__	Counts minutes one through 30 on clock
__X__	__X__	Models half hour time when shown on another clock
_____	__X__	Associates long hand on 6 with thirty position
_____	__X__	Tells time to half hour when clock is set
_____	__X__	Can set hands when given half hour time verbally
_____	__X__	Tells time to hour and half hour when shown interchangeably
_____	__X__	Sets time to hour and half hour when given verbally
_____	__X__	Recognizes hour and half hour time when shown in print
__X__	__X__	Models a clock that shows 15 minutes after each hour
_____	__X__	Associates long hand on 3 with quarter after position
_____	__X__	Tells quarter after time when clock is set

_____	__X__	Sets hands when given quarter after time verbally
_____	__X__	Counts 30 minutes through 60 on clock
_____	_____	Counts minutes in intervals of 5, 30-60
__X__	__X__	Models a clock that shows 15 minutes to the hour
_____	__X__	Associates long hand on 9 with quarter to position
_____	__X__	Tells quarter to time when clock is set
_____	__X__	Sets hands when given a quarter to time verbally
_____	__X__	Tells time for hours, half hours, and quarter hours when given randomly
_____	__X__	Sets clock for hours, half hours, and quarter hours when given randomly

Pretest/Posttest Money Skills
Appendix I

Directions: Put a check in the space before skill when completed successfully by student. Two checks denotes mastery.

Money Checklist

pre	post	
__X__	__X__	Distinguishes coin money from other similar round objects
__X__	__X__	Sorts pennies from a continer of coins
__X__	__X__	Picks up penny on verbal cue
__X__	__X__	Rote counts 1-5
__X__	__X__	Counts 5 pennies
__X__	__X__	Matches penny to another penny
__X__	__X__	Recognizes numerals 1-5
__X__	__X__	Responds that a penny equals 1 cent
_____	__X__	Counts out various sets of pennies, 1-5 on verbal cue
_____	__X__	Recognizes symbol $.01 and associates it with 1 cent
_____	__X__	Matches symbol $.01 with a penny
_____	__X__	When given a penny can select items priced at $.01
__X__	__X__	Rote counts 1-10
__X__	__X__	Counts pennies 1-10
__X__	__X__	Recognizes numerals 1-10

_____	__X__	Counts out various sets of pennies 1-10 on verbal cue
_____	__X__	Counts out various sets of pennies 1-10 on written cue
_____	__X__	Purchases items priced from 1 to 10 cents with pennies
__X__	__X__	Sorts nickles from a container of various coins
__X__	__X__	Matches a nickle to another nickle
__X__	__X__	Selects a nickle on verbal cue
__X__	__X__	Responds that a nickle equals 5 cents
_____	__X__	Purchases items priced 5 cents with a nickle
__X__	__X__	Rote counts 1-15
__X__	__X__	Counts pennies through 15
_____	__X__	Matches 5 pennies with a nickle
__X__	__X__	Recognizes numerals 1-15
__X__	__X__	Matches a nickle with numeral 5
_____	__X__	Matches two nickles with numeral 10
__X__	__X__	Rote counts 5-10-15
_____	__X__	Matches 3 nickles with numeral 15
_____	__X__	Counts 3 nickles
_____	__X__	When given a nickle and a penny counts to 6
_____	__X__	Counts one nickle and 5 pennies

_____ __X__ Matches 15 pennies with 3 nickles and states they can buy the same

_____ __X__ Counts out 5 to 15 cents from a mixture of nickles and pennies

_____ __X__ Counts out 5 to 15 cents from a mixture of nickles and pennies from a written cue

_____ __X__ Given a nickle and 5 pennies can select items priced from 1 to 10 cents

_____ __X__ Given 2 nickles and 5 pennies can select items priced from 1 to 15 cents

_____ __X__ Given 3 nickles and 15 pennies can select items priced from 1 to 15 cents

__X__ __X__ Sorts dimes from container of various coins

__X__ __X__ Matches dime to another dime

_____ __X__ Selects dime on a verbal cue

_____ __X__ Selects dime on written cue $.10

_____ __X__ Responds that a dime equals 10 cents

_____ __X__ Purchases small items marked $.10 with a dime

_____ __X__ Matches 10 pennies with a dime

_____ __X__ Matches one nickle and 5 pennies with a dime

__X__ __X__ Rote counts 1-20

__X__	__X__	Counts out 20 pennies
_____	__X__	Counts 2 dimes by saying 10-20
_____	__X__	Counts 1 nickle and 1 dime 10-15
__X__	__X__	Counts by 10's to 30
__X__	__X__	Counts by 5's to 25
_____	__X__	Given 1 dime and 10 pennies can select items priced from 10 to 20 cents
_____	__X__	Given 3 dimes, 3 nickles, an 10 pennies, can select items priced from 1 to 30 cents
_____	__X__	Matches a quarter to another quarter
__X__	__X__	Selects a quarer on verbal cue
__X__	__X__	Responds that a quarter equals 25 cents
_____	__X__	Purchase items marked $.25 with a quarter
__X__	__X__	Matches 25 pennies with a quarter
_____	__X__	Matches 1 quarter with numeral 25
_____	_____	Matches 5 nickles with a quarter
_____	_____	Matches 2 dimes and a nickle with a quater
_____	__X__	Distinguishes which coin will buy more

Student Interest Survey
Appendix J

Student Interest Survey

HONESTLY, rate your feelings on the statements below, using the following criteria.

	Strongly Agree				Strongly Disagree
	(5)	(4)	(3)	(2)	(1)
1) I feel comfortable being in the same room with handicapped people.	(5)	(4)	(3)	(2)	(1)
2) I feel comfortable speaking to handicapped people.	(5)	(4)	(3)	(2)	(1)
3) I would like to learn more about handicapped people.	(5)	(4)	(3)	(2)	(1)
4) Handicapped students can learn a variety of skills.	(5)	(4)	(3)	(2)	(1)
5) Handicapped students can teach me things.	(5)	(4)	(3)	(2)	(1)
6) I could see having a handicapped person as a friend.	(5)	(4)	(3)	(2)	(1)
7) I will enjoy tutoring handicapped students.	(5)	(4)	(3)	(2)	(1)
8) Handicapped people have feelings just as I do.	(5)	(4)	(3)	(2)	(1)
9) I might consider teaching the handicapped as a career.	(5)	(4)	(3)	(2)	(1)
total responses: pre	(9)	(5)	(10)	(3)	(0)
post	(25)	(1)	(1)	(0)	(0)

In general, what do you
think handicapped students
learn in school?

Pre: 1. Practical things such as cooking, speaking, writing.
2. They learn the necessities in life.
3. How to be good people and how to get along in todays society.

Post: 1. Skills to help them get a job and live independently.
2. Employability skills and living skills for adult life.
3. Skills for independent living such as vocational skills and social skills.

Social Observation Checklist
Appendix K

Social Observation Checklist

Week of: _____

Students:	Eye Contact	Verbal Response	Initiate conversation	Socialize outside Classroom
Student A				
Student B				
Student C				

Tutor Role Description
Appendix L

Tutor Role Description

1) Reward good behavior with positive comments, smiling, touch, and eye contact.
2) Ignore behaviors you want to stop.
3) Always make the student look at you when you give directions.
4) Make directions short and specific. Use as few words as possible and do not use "baby talk."
5) Do not discuss the student when present.
6) Never ask the student to do something you know he can not do.
7) Remember that you are a model for the student, so always behave like you like him to behave.
8) If you use threat, be ready to carry it out.
9) Do not ask a question if you mean to give a command, e.g. "Do you want to do your work?"
10) If you want your student to be calm and work slowly, then you should talk in a slow and calm voice.

Taken from "The use of Peer Helpers to Facilitate Social and Play Skills in Students with Autistic Characteristics" by Durlack and Short

Tutor Training Triad (TTT)
Appendix M

Tutor Training Triad

(TTT)

The tutor training triad is designed to give tutors in training the opportunity to be critiqued while they are in role playing situations.

Activities

A. Select the role you are going to play in the triad. (tutor, tutee, or observer) As the tutee there are numerous roles you can play. Some examples are:

1) A student who has not mastered the basic addition and subtraction facts, who cannot remember the facts.

2) An adolescent who needs help in reading for comprehension.

3) A student who needs help in letter recognition.

B. The role playing situation should continue for approximately 15 to 20 minutes. After the role playing is completed, each member of the triad should discuss the situation and give feedback to the others.

C. The objective for discussion is to give the tutor honest feedback that will enable him/her to effectively use the strategy when he/she works with a "real" tutee.

Taken from "Tutor Time and Activity Log" by Stanley Vasa.

Tutor Training decision Worksheet (TTDW)
Appendix N

Tutor Training Decision Worksheet
(TTDW)

The activities in the TTDW are designed for the tutor in training to react to situations wich may occur in the school. The incidents offer the opportunity for the tutors to role play their responses to the situations in a non stressful environment. The purpose is to provide the tutor with a means of responding in an appropriate manner.

Instructions: Please read each situation and respond based upon your knowledge of the tutor's role. The questions deal with ethical and legal issues that may confront you as a tutor in the school.

1) The mother of a student whom you tutor in a remedial reading program confronts you in a local grocery store and asks you questions about her childs progress in school.

2) A parent of a classmate asks you for your opinion of the competence of the teacher to whom you are assigned as a tutor.

3) Your supervising teacher is making derrogatory remarks about students, by name in the classroom. These comments seem to be indidscriminatly given to anyone who will listen.

4) A student refuses to do the work you are assigned to deliver.

5) Another teacher asks you for your opinion about the appropriateness of the intruction delivered in the classroom in which you are a tutor.

6) The classroom teacher requests that you write and deliver a lesson to the tutee. When you request information from the teacher, you are told to just go ahead and do what you think is right.

7) A visitor in the classroom where you are working asks you in front of the student you are tutoring, "What's wrong with that kid?"

Taken from "Tutor Time And Activity Log" by Stanley Vasa

Implementation Schedule
Appendix O

Implementation Schedule

Prior to First Week:
Give tutors tutor role description
Meet with teachers to:
-discuss tutors
-schedule tutoring times

First Week:
Tutor workshop:
-Student interest survey
-Discuss tutor role description
-Tutor Training Triad
-Tutor Training Decision Worksheet

Second week:
Social observations, writer and teacher
Daily observations during TAP periods

Third Week:
Social observations, writer and teacher
Individual meeting tutor/teacher
Paired teaching activities

Fourth Week:
Social observations, teacher and writer
Tutoring sessions begin
Pretests given

Fifth Week:
Social observations, writer and teacher
Individual meeting tutor/teacher
Tutoring sessions

Sixth Week:
Social observations, writer and teacher
Tutoring sessions

Seventh Week:
Social observations, teacher and writer
Individual meeting tutor/teacher
Tutoring sessions

Eighth Week:
Social Observations, teacher and writer
Tutoring sessions

Ninth Week:
Social Observations, teacher and writer

Individual meeting tutor/teacher
Tutoring sessions

Tenth Week:

Social observations, teacher and writer
Tutoring sessions
Post tests for students
Attitude survey
Meeting with teacher to dicuss results

Tutor Monitoring Form
Appendix P

Tutor Monitoring Form

	Tutor Effectiveness		
Tutor Effectiveness in:	Adequate (3)	Needs Improvement (2)	Not Adequate (1)
Putting tutee at ease:	(3)	(2)	(1)
Helping tutee verify response:	(3)	(2)	(1)
Clarifying task:	(3)	(2)	(1)
Providing feedback:	(3)	(2)	(1)
Using positive reinforcement:	(3)	(2)	(1)
Providing Appropriate praise:	(3)	(2)	(1)
Evaluating Mastery on items:	(3)	(2)	(1)

Taken from "Let the Kids Help One Another: A Model Training and Evaluation System for the Utilization of Peer Tutors With Special Needs Students in Vocational Education" by Susan Asselin and Stanley Vasa.